

Summer 2016
Curriculum and Instruction for the Gifted
15:294:533:C1 (index# 03788)
3 credits

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Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: gifteded@docs.rutgers.edu

Learning goals:

Upon completion of this course the student will be able to:

1. Apply general and specific theories of curriculum to gifted education in PK- Grade 12.
2. Demonstrate basic skills, knowledge and disposition of instructional practice to implement and maintain high quality instructional programs for K-12 gifted pupils.
3. Evaluate research on major curriculum models and interventions for gifted and special needs learners.
4. Apply a given curriculum model for purposes of differentiation of content, process, product, and learning style for gifted and talented pupils in grades K - 12.
5. Apply systematic procedures for evaluating and modifying existing curricula to meet the needs of gifted learners.
6. Differentiate curricula to individualize for gifted learners with special needs as well as cluster groups of gifted learners.
7. Plan curriculum for relevant content areas and grade levels across at least three years.
8. Apply high-level inquiry-based instructional strategies to the teaching of K-12 gifted pupils.
9. Modify existing curriculum to make it more appropriate for gifted pupils in content, process, product and learning style.
10. Design performance-based assessments for gifted pupils.
11. Design a curriculum unit incorporating appropriate differentiated instruction for use with gifted pupils, using a predetermined process.
12. Apply appropriate technologies to support instructional assessment, planning and delivery.

Course catalog description:

This course is designed to provide educators with the basic frameworks for developing curriculum for gifted learners from K-12. It will feature a design model that engages participants in articulating goals, outcomes, task and product demands, strategies, and assessments for gifted learners, based on their characteristics and needs. Strategies for adapting, remodeling, and aligning the school curriculum in accordance with the Common Core Content Standards to differentiate by content, process, product and learning environment in each content area will be shared. Major strategies that have proven effective with the gifted will also be presented, including inquiry models, independent and collaborative group work, and questioning strategies. The course will enable participants to develop a scope and sequence, an Individualized Learning Plan, and connected lesson plans for K-12 gifted pupils at relevant stages of development. In addition, the course will enable participants to demonstrate knowledge and dispositions necessary for leadership in designing curriculum as a component of high quality instructional programs for students.

NOTE: This course will address The Rutgers Educational Administration Program Teacher Education Accreditation Council (TEAC) Goals 1. General Leadership and 2. Instructional Leadership. The course also addresses the NAGC-CEC/TAG Teacher Preparation Standards in Gifted and Talented Education 1. Learner Development and Individual Learning Differences, 2. Learning Environments, 3. Curricular Content Knowledge, 4. Assessment, 5. Instructional Planning and strategies, 6. Professional Learning and Ethic

Class materials/ Textbooks:

Colangelo, N., Assouline, S. G., & Gross, M. U. M. (2004). *A nation deceived: How schools hold back America's students: The Templeton national report on acceleration* (Volumes 1). Iowa City, IA: University of Iowa, Belin-Blank Center. Downloadable free of charge:

http://www.accelerationinstitute.org/Nation_Deceived/Get_Report.aspx

Jadrich, J and Bruxvoort, C. (2011). *Learning and teaching scientific inquiry: Research and Applications*. Arlington, VA: NSTA Press.

<http://www.nsta.org/docs/LearningAndTeachingSolutionsManual.pdf>

Jacobs, H. H. (1997). *Mapping the Big Picture*. Alexandria, VA: ASCD.

National Council of Social Studies (NCSS). (2013). *Social studies for the next generation: Purposes, practices, and implications for the college, career, and civic life (C3) Framework for social studies state standards*. Silver Springs, MD: National Council for the Social Studies.

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

Renzulli, J. S., Gubbins, E. J., McMillen, K. S., Eckert, R. D. & Little, C. A. (2009). *Systems and Models for Developing Programs for the Gifted and Talented* (2nd Ed.). Mansfield Center, CT: Creative Learning Press. .

Tomlinson, C. A., Kaplan, S. N., Renzulli, J. S., Purcell, J. H., Leppien, J. H., Burns, D. E., Strickland, C. A., & Imbeau, M. B. (2009). *The Parallel Curriculum: A design to develop learner potential and challenge advanced learners*. (2nd edition). Thousand Oaks, CA: Corwin Press.

Tomlinson, C.A. (2014). *The differentiated classroom: responding to the needs of all learners*. (2nd ed.). Alexandria: VA: ASCD.

Other description of course purposes, context, methods, etc:

Grading policy:

Grading will be framed by the two major components of this class: online participation and class assignments. The 6 (six) required projects are worth a potential 83 points as determined by the rubrics included in this syllabus; online postings and participation is worth a potential 16 points as determined by the rubric included in the Protocol for Online Discussion (4 points for each of four postings).

95-99 points:	A+
90-95:	A
86-89:	B+
80-85:	B
76-79:	C+
70-75	C

Assignments:

FORMATIVE AND SUMMATIVE COURSE EVALUATION STRATEGIES

- All student evaluation is based on accuracy, clarity, and creativity of thought. Accuracy addresses the preciseness and truth of the material; clarity addresses the writing style: clearness, organization, and flow of ideas; and creativity speaks to the uniqueness of the ideas and degree of insight into the nuances of the topic at hand. All products are accompanied by a unique rubric that showcase clear expectations and all are included in this Course Overview.

- **Rigor-Assignment 1**

Students will explore rigor, including various definitions of the term and what it means when it is operationalized in curriculum for gifted and talented learners. They will be asked to create their own definition of rigor. Assignments will be evaluated on clarity and comprehensiveness. Please see Rubric 1 included in the document for Assignment 1.

- **Curriculum Unit Evaluation and Remodeling-Assignment 2**

Students will assess an existing curriculum document for its overall quality and appropriateness for gifted learners. Students will remodel the curriculum to improve its general quality as well as include high-quality differentiation for gifted and talented learners. Assignments will be evaluated on the comprehensiveness of the evaluation (e.g., its strengths

and weaknesses), the overall quality of the recommendations for improvement and the practicality of the suggestions for improvement. Please see Rubric 2 included in the document for Assignment 2.

- **Scope and Sequence, Part I and II, Assignments 3 and 4**

Part I, Assignment 3

Using a template, students will develop a Scope and Sequence for one g/t curriculum module to illustrate how it is aligned to a corresponding regular education curriculum unit.

Part II, Assignment 4

Using a template, students will develop a Scope and Sequence that contains information about each g/t module that will be covered in one grade level over the course of one year, as well as its corresponding curriculum unit in the regular education classroom.

The template is designed to illuminate the alignment between the regular classroom curriculum units and those provided for gifted and talented students. The alignment will help to ensure ongoing, challenging work for high-achieving students and sustain—through the resulting defensibility—programs for gifted students. Assignments will be assessed based on the identification of relevant grade-level goals and objectives in alignment with the Common Core Content Standards and other national standards; macroconcepts; and essential or guiding questions. Please see Rubric 3 included in this document for Assignment 3 and 4.

- **Unit Content Map for Writing Curriculum, Assignment 5**

Students will develop a Unit Content Map of at least 10 lessons that could be taught over a 3-6 week period. The template for the Unit Content Map will be provided. The map is a critical first step; it will be a guide to the subsequent development of high quality, comprehensive differentiated curriculum units/lessons for gifted and talented learners.

Unit Content Maps will include the following features: a description of rationale, purpose, and target audience, including discussion of appropriateness for gifted learners; an outline demonstrating the organization and “chunking” of unit topics; a curriculum framework citing goals and objectives reflecting all levels of declarative knowledge (e.g., facts, concepts, principles and skills), as well as the related Common Core State Standards; an inclusive macroconcept that illuminates the linkages between the regular classroom curriculum and gifted education; a discussion of major instructional strategies employed; descriptions of key activities supporting objectives; discussion of evaluation procedures and sample pre and post instruments; and listings of key resources and extension ideas. Units will be assessed based on satisfactory completion of all sections, reflection of key principles for teaching gifted learners, and attention to general and content-specific curriculum features, including careful alignment of objectives, activities, and assessments. Students will self-evaluate their Unit

Content Map, using the evaluation criteria given, and submit their self-evaluation with their unit. Please see Rubric 4 included in this document.

Web site: <http://ecollege.rutgers.edu>

Academic Integrity Policy:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

Office of Disability Services:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Course Schedule:

COURSE SCHEDULE

CLASS	TOPICS	READINGS/ASSIGNMENTS
<p>Class 1 (Optional Face-to-Face) May 9, Monday</p>	<p>Introductions and Course Overview; Overview of Curriculum Theory (Dewey, Taba, Bruner, Vygotsky, Eleanor Duckworth); New Jersey law on gifted and talented students, NAGC curriculum standards; preassessment</p> <p><i>Posting, to be completed on Thursday, May 12th:</i> In one page, summarize which curriculum theorist (s) have the most important ideas to offer your school/district. Explain. Post your reflection.</p> <p>Make sure to submit your preassessment by May 12th into the “Preassessment Dropbox” in the Rutgers Portal. You do NOT have to submit it in the Freyer diagram format. A Word document is fine. Make sure to answer all the questions.</p>	<p>For Class One read:</p> <ol style="list-style-type: none"> 1. Bruner, J. (1960). <i>The process of education</i>. Cambridge, MA: Harvard University Press. Chapters 1 & 2: Introduction and The Importance of Structure, pp 1-32. 2. Dewey, J. (1938). <i>Experience and education</i>. Cambridge, MA; Harvard University Press. Chapters 1 & 2: Traditional vs Progressive Education and The Need of a Theory of Education, pp. 17-31 3. Taba, H. (1962). <i>Curriculum Development: Theory and Practice</i> New York: Harcourt Brace. Chapter One 4. Vygotsky, L. S. (1978). <i>Mind in society: The development of higher psychological</i>. Cambridge, MA: Harvard University Press. Chapter 6: Interaction between Learning and Development 5. Duckworth, E. (1972). The having of wonderful ideas. <i>Harvard Educational Review</i>, 42 (2), 217-231. <p>In preparation for Class Two: Skim the curriculum model chapters in the <i>Systems and Models</i> text. Choose 2-3 chapters to read in depth. Curriculum models include: Problem-Based Learning (chapter 8); The Grid (chapter 10); Talents Unlimited (chapter 17); The Parallel Curriculum Model (chapter 21); Differentiation (chapter 22); The Integrated Curriculum Model (chapter 24); The models/systems may be noteworthy models for your district’s students and that you have decided warrant further investigation or simply ones that appeal to you.</p>
<p>Class 2 May 16 Monday Online</p>	<p>Curriculum Models <i>Assignment</i> Scan through the chapters in the System and Models book. Identify 2-3 models that you believe are noteworthy/interesting and might enhance the model currently in use by your district to serve g/t students. Read these 2-3 chapters in depth. If you believe you need more info about any of the models, conduct a google search to secure the information.</p> <p><i>Posting by May 16th</i> Your assistant superintendent called you and spoke about the need to review the curriculum model (s) currently being used by your district.</p>	<p>In preparation for Class Three:</p> <ul style="list-style-type: none"> • Read Chapter 3 “Thinking About the Elements of Curriculum Design,” from <i>The Parallel Curriculum: A Design to Develop Learner Potential and Challenge Advanced Learners</i>, 2009 • Watch the following YouTube video about Depth of Knowledge (DOK): https://www.youtube.com/watch?v=W MqKN7edRcU If this link does not work for you, search for DOK New York City schools Youtube video.

	<p>Local parents have been seeking information on the rationale for the existing curriculum model (s). She asked you to prepare a one-page brief that she can use when she speaks to parents and, in all likelihood, board members. Prepare this one-page brief. It should identify the salient features of the existing curriculum model and why it was selected for the high-achieving students in your district. Based on your readings in <i>Systems and Models</i>, Include a bulleted list of recommendations you would make to enhance the fit of the current curriculum model to the learning needs of the high-achieving students you serve.</p>	<ul style="list-style-type: none"> • Interview at least 5 individuals. They may be teachers, administrators, parents, and/or students. How do they characterize (describe) rigorous curriculum? Keep your notes for Week 3 assignment and posting.
<p>Class 3 May 23 Monday Online</p>	<p>Characteristics of Rigor: <i>Posting, due Monday, May 23rd :</i> Interview at least 5 individuals. They may be teachers, administrators, parents, and/or students. How do they characterize (describe) rigorous curriculum? On 5/23, post and compare your descriptors to those of other class members. Revise your list of descriptors if you have modified your thinking based on the threaded discussion with others. Then, categorize your revised descriptors into 5-10 larger categories that make sense and that characterize educational rigor. <i>Assignment 1, due Wednesday, May 25th:</i> Write a summary statement about educational rigor.¹</p>	<p>In preparation for Class 4:</p> <ul style="list-style-type: none"> • Review curriculum units that have been traditionally offered to gifted and talented students in your district. Identify those that you believe will be used again and that simply aren't rigorous enough in your estimation. Choose one from among them for remodeling during the next week. • Read "Bridging the Gap" by Purcell et. al. in <i>Gifted Child Quarterly</i> • Read "Common Core and America's High-Achieving Students," J. Plucker
<p>Class 4 May 30 Monday Online</p>	<p>Modifying and Adapting Curriculum for High Achieving Students-Assessing and Remodeling a Curriculum Unit <i>Assignment 2</i> You are a member your district's curriculum committee. You have been charged with evaluating the unit that you targeted. It is your responsibility—along with other committee members—to assess the overall effectiveness of this unit and provide feedback to teachers who will use this unit in the future.</p> <p>Using the tool (NAGC Curriculum Rubric) explained in "Bridging the Gap," evaluate the different components of your targeted unit for its suitability for high-end learners. What are the strengths of the unit? The weaknesses? What modifications would you recommend that would support the learning needs of gifted and talented students in that classroom? Submit a summary</p>	<p>In preparation for Class 5, read: The following readings are about curriculum differentiation. Differentiation is an important part of what G/T coordinators do every day on the job. Thus, it is important to read them carefully and store important points and techniques away so that you can retrieve these ideas when colleagues call upon you to help them with differentiation. Tomlinson, C.A. (2014). <i>The differentiated classroom: responding to the needs of all learners</i>. (2nd ed.). Alexandria, VA: ASCD. (See pages 133-138 especially which describes tiering) The following readings help to lay the foundation for aligning g/t education with the curriculum in the regular classroom, a critical topic for helping to sustain programs for the gifted. The next week two weeks in the course will be devoted to the topic.</p> <ul style="list-style-type: none"> • Jacobs, H. H. (1997). <i>Mapping the Big Picture</i>.

¹ This is a graded assignment #1. See the Rubric 1 contained in this document.

	of your assessment and remodeled curriculum unit ²	<p>Alexandria, VA: ASCD.</p> <ul style="list-style-type: none"> • “Aligning G/T and Regular Education”- C. Tomlinson’s Chapter in <i>Developing Programs and Services for High-Achieving Students (provided as pdf)</i> <p>Review the PowerPoint on Alignment in g/t education, then:</p> <p>Reflect and consider what might happen if the curriculum in programs for the gifted were aligned consistently to the regular curriculum and extended to address the unique learning needs of high-achieving students.</p>
<p>Class 5 June 6 Monday Virtual 4:30-6:00PM</p>	<p>Aligning the Regular and G/T Curriculum, Part I³ <i>Assignment 3, Scope and Sequence, Part I</i> Part I-Using the Scope and Sequence Template, describe the alignment between 1 (one) unit for g/t students and a corresponding regular education unit in a grade level of choice. The goal is to illustrate the alignment/lack of alignment between the two. Is the g/t module a true extension of the regular classroom unit? Part II-In about one page, use the information you collected in your examination to prepare a bulleted list of observations and a bulleted list of recommendations. Your audience for these bulleted lists is teachers in the grade level you selected. Use Rubric #3 in the Course Overview, to guide you as you complete Assignment 3.</p>	<p>In preparation for Class 6 Identify a grade level that is most in need of triaging as it relates to regular education and g/t education alignment. It can be one that needs little revision to increase the alignment or one that needs a great deal of work to ensure alignment.</p>
<p>Class 6 June 13 Monday Online</p>	<p>Aligning the Regular and G/T Curriculum, Part II⁴ <i>Assignment 4, Scope and Sequence, Part II</i> Part I-Using the Scope and Sequence Template from last week, choose a grade level and describe the g/t curriculum and the corresponding regular education unit in a grade level. Make sure that you describe <i>all</i> the g/t units across a full year in a targeted grade level and showcase each unit’s alignment to the regular classroom curriculum. The goal is to illustrate the alignment/lack of alignment between the two across an extended period of time.</p>	<p>In preparation for Class 7 Make sure to review the Rubric 4 before you begin your work on the last assignment. Also, if you would like to see actual Unit Content Maps and the subsequent units that have been written from them, access this weblink: http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320852 Once there, scroll down the page until you see images of the Javits units. When you see each of the images, click on one of your choice. Inside each unit, you will find the Unit Content Map toward the end of each unit (It is important to note that the map was called a “Curriculum Map,” when</p>

² This is graded assignment #2. See the accompanying rubric contained in this document.

³ This is grades assignment #3. See the rubric contained in this document.

⁴ This is graded assignment #4. See the rubric contained in this document.

	<p>Part II-In two pages, use the information you collected from the template to create a position paper. Persuade your building principle or district supervisor about: (1) the need to increase the alignment between the two contexts <i>or</i> (2) the robustness of the current alignment and that your g/t curriculum is sufficiently well aligned to enhance the learning needs of gifted and talented students.</p> <p>Use Rubric 3 in the Course Overview to guide your work on this assignment.</p>	<p>the units were written.). The map that you find at the end of each publication guided the writing of the unit. For example, if you access the unit, “Northeast Regions of the United States”, the map is on pages 81-84.</p>
<p>Class 7 June 20 Monday (Optional virtual class, 4:30-6:00 PM)</p>	<p>Creating Curriculum From Scratch: Using Unit Content Maps to Design and Create High-Quality Curriculum for Gifted and Talented Students <i>Posting, due June 20</i> How can storyboarding be used to keep a</p> <p>Creating Curriculum From Scratch: Using Unit Content Maps to Design and Create High-Quality Curriculum for Gifted and Talented Students <i>Posting, due June 20</i> How can storyboarding be used to keep a laser-like focus on rigorous content? Part I-Overview the PowerPoint, “storyboarding.” Part II-In a one-page summary, explain what is clear to you about the storyboarding process and what questions yet remain in your mind. Post your one-page summary. Keep in mind that you will be asked to create a storyboard for your final project.</p>	<p>In preparation for Class 8 Identify a curriculum unit contains at least 10 lessons that you would like to revise significantly for g/t students or identify a topic that would be used by g/t students and would contain at least 10 lessons. Address the following: You have been asked by your school district to create a rigorous curriculum unit (at least ten lessons) that aligns with the curriculum in the regular classroom. Review the Unit Content Template in preparation for creating a storyboard that sequences the principles, concepts and facts to be taught.⁵ This is a lengthy assignment. Do not leave this assignment to the last minute.</p>
<p>Class 8 June 27 Online</p>	<p>Creating Curriculum From Scratch: Using Unit Content Maps to Design and Create High-Quality Curriculum for Gifted and Talented Students <i>Posting, due June 27</i> In a one page posting that is in bulleted form, explain what has been easy in Assignment 4. Additionally explain what has been challenging.</p>	
<p>Final Assignment Due Friday, July 1 by 5:00PM</p>	<p>Submit the Unit Content Map for at least 10 lessons into the Dropbox.</p>	